

**Guidance Regarding the Implementation
of A.R.S. §15-241 and Consequences for
Title I Schools Identified for Improvement
Under Arizona's No Child Left Behind Act
Accountability Plan for the 2003-2004
Academic Year**

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INTRODUCTION

With the recent passage of House Bill 2277 amending A.R.S. §15-241 (AZ LEARNS), the Arizona Department of Education (ADE) will implement a comprehensive system of *purposeful school accountability*. Inherent within the accountability system established under AZ LEARNS is the ADE's intention to accurately and fairly measure the academic achievement level, including the ability to make adequate yearly progress (AYP) as prescribed by the No Child Left Behind Act of 2001 (NCLB), of all public elementary and secondary schools, including charters, served by the state of Arizona.

In emphasizing the concept of *purposeful school accountability*, the ADE fully acknowledges that a system of school accountability is only as strong as the system of school improvement that accompanies it. The ADE has made great strides in recent months developing and implementing a strong system of school improvement that includes technical assistance and increased resources and professional development opportunities that better serve our communities, our schools and, most importantly, our students.

Before discussing the consequences relating to schools, it is important to clarify the key elements of AZ LEARNS. The cornerstone of Arizona's accountability system established by A.R.S. §15-241 is the Achievement Profile. The Achievement Profile for elementary schools (i.e., K-8 or any combination of those grades) will consist of three academic indicators. The first indicator on the elementary Achievement Profile is student performance on Arizona's Instrument to Measure Standards (AIMS). AIMS student performance data will be analyzed using a three-year rolling average in order to effectively measure student achievement trends rather than anomalies. Using AIMS results, the ADE will compute the percentage of students who meet or exceed Arizona's Academic Standards. With systemic emphasis placed on increased academic achievement for all students, schools also receive credit for moving the lowest performing students (those scoring "Falls Far Below the Standards") to the next performance level ("Approaches the Standards"). Recognizing that the current AZ LEARNS model does not offer incentives for schools to increase the academic achievement of students that score at the proficient level (i.e., "Meets the Standards"), the ADE is presently developing a methodology that will provide incentives to schools demonstrating an increase in the absolute academic achievement levels of our average and above average students.

The second academic indicator on the elementary school Achievement Profile is an analysis of adequate yearly progress (AYP). According to NCLB, a school makes AYP if the following conditions are satisfied:

- The school must assess 95 percent of the total enrolled student population as well as 95 percent of each disaggregated student group (e.g., major racial/ethnic groups, students with disabilities, English language learners, and economically disadvantaged students) using the state mandated assessment (AIMS);
- The school must meet the state's annual target percentage of students demonstrating proficiency in Arizona's Academic Standards on the state mandated assessment (AIMS) in the subject areas of reading and mathematics. Progress is to be made in a predetermined manner toward 100 percent student proficiency by 2013;
- The school must meet the target attendance rate or demonstrate improvement (elementary schools only); and
- The school must meet the target graduation rate or demonstrate improvement (secondary schools only).

The third academic indicator on the elementary school Achievement Profile is the Arizona Measure of Academic Progress (MAP). Using results from the Stanford 9 Achievement Test, the ADE will compute the percentage of students enrolled in a particular school for at least one academic year who have achieved one year of academic progress.

Note: AIMS and MAP are the primary indicators for the elementary school Achievement Profile.

Like the elementary school Achievement Profile, the first and primary academic indicator on the secondary school Achievement Profile is student performance on AIMS. The secondary school Achievement Profile will also incorporate AYP. It should be noted that unlike the AYP analysis for elementary schools, which utilizes attendance rate, the secondary school AYP analysis utilizes graduation rate. Additionally, as mandated by A.R.S. §15-241, graduation rate and dropout rate serve as indicators for the secondary school Achievement Profile.

The Achievement Profile for elementary and secondary schools will be used to determine a school classification that designates each public school as one of the following: 1) *Excelling*; 2) *Highly Performing*; 3) *Performing*; and 4) *Underperforming*. Public release of the elementary and secondary school Achievement Profiles will occur Wednesday, October 15, 2003. Schools designated as *Underperforming* will face immediate consequences.

SIGNIFICANT CHANGES FROM LAST YEAR'S GUIDANCE

There are several changes from last year's guidance. The most significant changes are as follows:

- Adequate yearly progress (AYP) determinations will no longer be based on the Achievement Profile classification. According to last year's guidance, a school designated as *Excelling*, *Improving*, or *Maintaining* was deemed to have made AYP. A school designated as *Underperforming*, however, was deemed to have *not* made AYP. Beginning in the 2002-2003 academic year, AYP determinations will be based on the requirements mandated by NCLB.
- Title I schools designated as *Underperforming* will not automatically be placed in federal school improvement. Instead, the ADE will follow the requirements mandated by NCLB, which stipulate that a Title I school must fail to make AYP for two consecutive years before being identified for federal school improvement.
- With the passage of House Bill 2277 submitted by the ADE, the ambiguous classifications of *Improving* and *Maintaining* are no longer applicable. The Achievement Profile will be used to determine a school classification that designates each public school as *Excelling*, *Highly Performing*, *Performing*, *Underperforming*, or *Failing to Meet Academic Standards*. These new classifications are designed to place greater focus and recognition on positive achievement demonstrated by schools.

Schools that are designated as *Underperforming* for three consecutive years face the possibility of being classified as *Failing to Meet Academic Standards*. Before the passage of House Bill 2277, which amended A.R.S. §15-241, any school designated as *Underperforming* for two consecutive years was classified as *Failing*. The one-year delay was requested by the ADE and approved by the legislature for two reasons. First, it gives schools the opportunity to effectively implement

the school improvement plan and demonstrate progress. Second, it gives the ADE the opportunity to provide assistance to schools in need of improvement.

- The greater emphasis placed on the Measure of Academic Progress (MAP) within the Achievement Profile will benefit well run schools located in low-income neighborhoods.
- There is new emphasis placed on the progress of average and above average students. In the past, focus has centered on just those students needing to reach proficiency.

SECTION I

Consequences Related to School Improvement

This section of the guidance details the responsibilities of districts and schools that fall into one or more of the following categories:

- 1) All elementary and secondary public schools, including Title I schools, designated as *Underperforming* for the first time according to the 2003 Achievement Profile;
- 2) All elementary and secondary public schools, including Title I schools, designated as *Underperforming* for the second consecutive year according to both the 2002 and 2003 Achievement Profiles;
- 3) Title I schools failing to make AYP for two consecutive years and, therefore identified for federal school improvement (Year 1) or making AYP for one year after being identified for federal school improvement (Year 1)¹;
- 4) Title I schools failing to make AYP for three consecutive years and, therefore identified for federal school improvement (Year 2) or making AYP for one year after being identified for federal school improvement (Year 2); and
- 5) Title I schools failing to make AYP for four consecutive years and, therefore identified for federal corrective action.

Note: Non-Title I schools designated as *Excelling, Highly Performing, or Performing* on the October 15, 2003 Achievement Profile will not have to complete the tasks detailed in the following subsections. Title I schools that are designated as *Excelling, Highly Performing, or Performing* on the October 15, 2003 Achievement Profile and that made AYP or failed to make AYP for the first year will not have to complete the tasks detailed in the following subsections.

Subsection 1 All public elementary and secondary schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile:

If an elementary or secondary public school is designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile, the following actions must be completed in order to fulfill the statutory requirements established by A.R.S. §15-241:

- 1) By November 15, 2003, the school district's governing board must provide written notification of the classification to each residence within the attendance area of the school. This written notification must include the date of the special public meeting to be held in each school that is designated as *Underperforming* as well as information regarding the school improvement plan process.
- 2) By January 15, 2004, the school district's governing board must complete the Arizona School Improvement Plan (ASIP) for the school, and submit a copy of the ASIP to the Superintendent of Public Instruction.
- 3) By January 15, 2004, charter holders must present the ASIP to the sponsor at a public meeting. *This provision applies only to public charter schools.*
- 4) By February 15, 2004, the school district's governing board must hold a special meeting in each school that has been designated as *Underperforming*. The purpose of this special public meeting is to present the school improvement plan. *This provision applies only to non-charter public schools.*

Note: A school designated as *Underperforming* that has not submitted an ASIP is not eligible to receive monies from the classroom site fund established by A.R.S. §15-977

for 90 days plus every day that an ASIP has not been received after January 15, 2004. In addition, the Arizona State Board of Education will require the superintendent of the school district to testify before the State Board of Education to explain the reasons that an ASIP has not been submitted.

Subsection 2 All public elementary and secondary schools designated as *Underperforming* for a second consecutive year according to both the 2002 and the 2003 Achievement Profiles:

- 1) By November 15, 2003, the school district's governing board must provide written notification of the classification to each residence within the attendance area of the school. The notification must include information regarding the school improvement process.
- 2) The school must continue to implement the school improvement plan developed and submitted to the Superintendent of Public Instruction during the 2002-2003 academic year. If the school desires, revisions to the school improvement plan may be made based on 2003 assessment data and other relevant information. Revisions to the school improvement plan do not have to be submitted to the Superintendent of Public Instruction.

Subsection 3 Title I schools failing to make AYP for two consecutive years and, therefore identified for federal school improvement (Year 1) for the 2003-2004 academic year. *Actions detailed in Subsection 3 also apply to Title I schools making AYP one year after being identified for federal school improvement (Year 1) during the 2002-2003 academic year:*

Note: A complete list of schools identified for federal school improvement (Years 1 and 2) or corrective action will be publicly released on September 29, 2003. Both Title I schools identified for federal school improvement (Year 1) on that date and districts serving those schools, are required to complete the following actions:

- 1) The district must provide all students attending any Title I school in school improvement served by the district with the option to transfer to another school

within the district that has not been identified for federal school improvement. Parents/legal guardians of eligible students will be informed of this option through the written notification requirement (Subsection 3, action step #2, page 8 of this document). It is expected that districts fulfill this obligation immediately following the dissemination of the written notification. When extending students and parents/legal guardians the option to transfer, the following issues must be addressed according to U.S. Department of Education guidance:

- ***Capacity.*** A district is required to provide the option of school transfer to all eligible students, subject to the health and safety code requirements pertaining to building capacity.
- ***Funding.*** If a student exercises the option to transfer to another school served by the district, the district has an obligation to provide or pay for the transportation to the new school. The district's obligation for choice related transportation and supplemental education services is equal to 20 percent of its Title I, Part A allocation. Within the 20 percent, a district/Local Education Agency (LEA) must spend: 1) an amount equal to five percent for transportation; 2) an amount equal to five percent for supplemental education services [pertaining to Title I schools in their second year of school improvement status]; and 3) an amount equal to 10 percent for transportation or supplemental education services or both. This obligation can be met through the use of Title I, Part A funds, or from funds transferred over to Title I from other programs by the district/LEA as stipulated by Title VI, Section 6123 of NCLB. It is important to note that while this 20 percent set-aside gives districts the option to spend 5-15 percent on transportation associated with school choice, nothing in the federal regulations prohibits a district from spending more for transportation.
- ***Priority for low achieving students from low-income families.*** Among those students who exercise the option to transfer, a district/LEA must give primary consideration to the lowest-achieving students from low-income families. These students have priority for school options provided under federal regulations and priority for transportation if funds are inadequate for that purpose.

- ***Desegregation.*** A district that is subject to a desegregation plan (voluntary, court ordered, or under an agreement with a federal or state administrative agency) is *not* exempt from choice requirements. In determining how to provide students with the option to transfer to another school, the district may take into account the mandates of the desegregation plan. If a desegregation plan prohibits the district from offering any transfer option, the district *should* secure appropriate modification(s) to the plan from the relevant agency to permit the option of school choice.
- ***Magnet and Special Focus Schools.*** Districts will not disregard entrance requirements based on academic or other skills for magnet schools or other special focus schools.

Note: When extending the option to transfer, districts must inform parents/legal guardians and students of Arizona’s open enrollment law (A.R.S. §15-816), which mandates that districts allow pupils to enroll in any school within the state. Parents/legal guardians may choose to enroll their child at any time (including post-identification) in another public school, provided there is space available in the desired school. It is important to note that districts are not responsible for the transportation of students who choose to attend a school not served by the district.

- 2) The district/school must provide written notification to the public informing them of the school’s placement in improvement status. Explanations regarding the reason(s) for being identified for school improvement and the steps the district and school will accomplish in order to exit school improvement status must also be included in this written notification. This notification must be sent directly via mail or e-mail to the parents/legal guardians of each enrolled student. The notification should be sent in a timely manner after the school has received notice of being identified for federal school improvement (Year 1) to inform parents/legal guardians of the choice options. If desired, a school may wait to notify the general public in order to better incorporate NCLB notification requirements with notification requirements mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted that notification requirements mandated by A.R.S. §15-241 must be completed by November 15, 2003.

- 3) Within 90 days of receiving notice of identification for school improvement (Year 1), each Title I school must develop or revise a two-year school improvement plan in consultation with parents/legal guardians, school staff, and district officials. A Title I school that made AYP previous to the 2002-2003 academic year, yet was identified for federal school improvement as a result of being designated as *Underperforming* on the 2002 Achievement Profile should already have developed and implemented such a plan (Part C of the ASIP). Revisions made to the school improvement plan do not have to be submitted to the Superintendent of Public Instruction.

A Title I school identified for federal school improvement (Year 1) on September 29, 2003, that was not designated as *Underperforming* on the 2002 Achievement Profile but is designated as *Underperforming* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan, must complete Section A (“Demographic Data”) and Section B (“Improvement Planning”) of the ASIP. Such a school must also complete those items in Section C (“Title I School Information”) of the ASIP to provide information required by said section that is not present in the Title I school improvement plans currently being implemented by the school, including, but not limited to, all school improvement components mandated by NCLB (please refer to Appendix A). Section A and Section B of the ASIP must be submitted to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal school improvement (Year 1) on September 29, 2003, that is designated as *Underperforming* on the October 15, 2003 Achievement Profile and currently does not have a Title I school improvement plan, must complete Section A, Section B, and Section C of the ASIP and submit the ASIP to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal school improvement (Year 1) on September 29, 2003, that is designated as *Excelling*, *Highly Performing*, or *Performing* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan does not have to complete the ASIP. Such a school, however, must revise plans (if necessary) to meet school improvement plan requirements mandated by NCLB (please refer to Appendix A).

- 4) The district must provide technical assistance that enables each school to specifically address the academic achievement issue(s) that caused the school to be identified for school improvement status. Such assistance must be provided to each school identified for improvement. The district must provide technical assistance as the school develops/revises and implements a school improvement plan, including specific assistance in analyzing assessment data, improving professional development, and improving resource allocation.
- 5) The district must review the school improvement plan using a peer review process within 45 days of receiving the improvement plan from the school.
- 6) A Title I school identified for federal school improvement (Year 1) on September 29, 2003, that was not designated as *Underperforming* on the 2002 Achievement Profile but is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 1 (“All public elementary and secondary schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile”) beginning on page 5 of this document in addition to the actions associated with being a school in its second year of school improvement.

A Title I school identified for federal school improvement (Year 1) on September 29, 2003, that was designated as *Underperforming* on the 2002 Achievement Profile and is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 2 (“All public elementary and secondary schools designated as *Underperforming* for a second consecutive year according to both the 2002 and 2003 Achievement Profiles”) beginning on page 6 of this document in addition to the actions associated with being a school identified for school improvement (Year 1).

Subsection 4 Title I schools failing to make AYP for three consecutive years and, therefore identified for federal school improvement (Year 2) or making AYP for one year after being identified for federal school improvement (Year 2):

Note: A complete list of schools identified for federal school improvement (Years 1 and 2) and corrective action will be publicly released on September 29, 2003. Schools identified for federal school improvement (Year 2) and the districts that serve them are required to complete the following actions:

- 1) The district must continue to provide all students attending any Title I school in school improvement served by that district with the option of transferring to another school within the district that has not been identified for federal school improvement or corrective action. Parents/legal guardians of eligible students will be informed of this option through the written notification requirement (Subsection 4, action step #2, page 11 of this document). It is expected that districts fulfill this obligation immediately following the dissemination of the written notification. Please refer to action step #1 detailed in Subsection 3 "Title I schools failing to make AYP for two consecutive years and, therefore identified for federal school improvement (Year 1)...[or] making AYP for one year after being identified for federal school improvement (Year 1)" on pages 6-7 of this document for requirements related to student transfer option.
- 2) The district/school must provide written notification to the public informing them of the school's placement in improvement status. Explanations regarding the reason(s) for being identified for school improvement and the steps the school and district will accomplish in order to exit school improvement status must also be included in this written notification. This notification must be sent directly via mail or e-mail to the parents/legal guardians of each enrolled student. This notification should be sent in a timely manner after the school has received notice of being identified for federal school improvement (Year 2) to inform parents/legal guardians of the choice options and supplemental education services. If desired, a school may wait to notify the general public in order to better incorporate NCLB notification requirements with notification requirements mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted that notification requirements mandated by A.R.S. §15-241 must be completed by November 15, 2003.

- 3) The school must continue to implement the school improvement plan. The school improvement plan should be reviewed and revised (if necessary) annually in consultation with parents/legal guardians, school staff, and district officials.

A Title I school identified for federal school improvement (Year 2) on September 29, 2003, that was not designated as *Underperforming*, but is designated as *Underperforming* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan must complete Section A ("Demographic Data") and Section B ("Improvement Planning") of the ASIP. Such schools must also complete those items in Section C ("Title I School Information") of the ASIP to provide information required by said section that is not present in the Title I school improvement plans currently being implemented by such schools, including, but not limited to, all school improvement components mandated by NCLB (please refer to Appendix A). Section A and Section B of the ASIP must be submitted to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal school improvement (Year 2) on September 29, 2003, that is designated as *Underperforming* on the October 15, 2003 Achievement Profile that currently does not have a Title I school improvement plan must complete Section A, Section B, and Section C of the ASIP and submit the ASIP to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal school improvement (Year 2) on September 29, 2003, that is designated as *Excelling*, *Highly Performing*, or *Performing* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan does not have to complete the ASIP. Such schools, however, must revise plans (if necessary) to meet school improvement plan requirements mandated by NCLB (please refer to Appendix A).

- 4) The district must provide technical assistance that enables each school to specifically address the academic achievement issue(s) that caused the school to be identified for school improvement. Such assistance must be provided to each school identified for improvement. The district must provide technical assistance as the school

develops/revises and implements a school improvement plan, including specific assistance in analyzing assessment data, and improving professional development and resource allocation.

- 5) The district must review newly developed/revise school improvement plans using a peer review process within 45 days of receiving the school improvement plan from the school.
- 6) The district must make supplemental education services available to eligible students (low-income students attending Title I schools identified for improvement served by the district). Parents/legal guardians of eligible students will be informed of these services through the written notification requirement (Subsection 4, action step #2, page 11). Districts are expected to fulfill this obligation immediately following the dissemination of the written notification. Supplemental education services may include assistance such as remediation, academic intervention, and tutoring. In addition, such services must take place outside the regular instructional day (e.g., after school, summer). A list of state approved supplemental education service providers may be obtained through the ADE's Web site at www.ade.az.gov. When providing supplemental education services to eligible students, the following issues must be addressed according to U.S. Department of Education guidance:
 - *The Role of Parents/Legal Guardians.* Parents/legal guardians choose the supplemental education services provider for their children among the providers approved by the state for their school district. Districts are required to provide parents/legal guardians with information on the availability of supplemental education services, the identity of approved service providers, and at a minimum, a brief description of the services, qualifications, and demonstrated effectiveness of each provider within the area. In addition, parents/legal guardians, the district/LEA, and the provider must identify and develop specific academic achievement goals for the student, measures of student progress, and a timetable for improving the student's academic achievement.

- **Funding.** The district/LEA obligation for choice-related transportation and supplemental educational services is equal to 20 percent of its Title I, Part A allocation. Within the 20 percent, a LEA must spend: 1) an amount equal to five percent for transportation; 2) an amount equal to five percent for supplemental education services; and 3) an amount equal to 10 percent for transportation or supplemental education services or both. This obligation can be met through the use of Title I, Part A funds or from funds transferred over to Title I from other federal programs by the district as stipulated by Title VI, Section 6123 of NCLB. Districts may, at their own discretion, use funds reserved for supplemental education services for the transportation of students to and from approved providers.

- **Per-Pupil Spending Limit.** Districts are limited in how much they can spend to provide supplemental educational services for each eligible student. The limit is what they receive in Title I funding per low-income child or the cost of services themselves. The district/LEA must provide funding for supplemental education services for each participating child in an amount that is the lesser of the following: 1) the district's Title I, Part A allocation divided by the number of students from families below the poverty line in the school district; or 2) the actual cost of supplemental education services received by each eligible child. In circumstances where more students request services than the district/LEA can fund, the district/LEA will place priority on serving those low-income students who are the lowest achieving academically.

For additional information pertaining to supplemental educational services, please refer to www.ed.gov/offices/OESE/SASA/suppsvcsguid.pdf.

- 7) A Title I school identified for federal school improvement (Year 2) on September 29, 2003, that was not designated as *Underperforming* on the 2002 Achievement Profile, but is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 1 ("All public elementary and secondary schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile") beginning on page 5 of this document

in addition to the actions associated with being a school in its second year of school improvement.

A Title I school identified for federal school improvement (Year 2) on September 29, 2003, that was also designated as *Underperforming* on the 2002 Achievement Profile and is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 2 (“All public elementary and secondary schools designated as *Underperforming* for a second consecutive year according to both the 2002 and 2003 Achievement Profiles”) beginning on page 6 of this document in addition to the actions associated with being a school in its second year of school improvement.

Subsection 5 Title I schools failing to make AYP for four consecutive years and, therefore identified for federal corrective action:

Note: A complete list of schools identified for federal school improvement (Years 1 and 2) and corrective action will be publicly released on September 29, 2003. Schools identified for federal corrective action and the districts that serve them are required to complete the following actions:

- 1) The district must continue to provide all students attending any Title I school in school improvement served by the district with the option to transfer to another school within the district that has not been designated as *Underperforming* or identified for improvement. Parents/legal guardians of eligible students will be informed of this option through the written notification requirement (Subsection 4, action step #2, page 11 of this document). It is expected that the district fulfill this obligation immediately following the dissemination of the written notification. Please refer to action step #1 detailed in Subsection 3 “Title I schools failing to make AYP for two consecutive years and, therefore identified for federal school improvement (Year 1)...[or] making AYP one year after being identified for federal school improvement (Year 1)” on pages 6-7 of this document for requirements related to student transfer option.

- 2) The district must continue to make supplemental education services available to eligible students (low-income students attending Title I schools identified for improvement served by the district). Parents/legal guardians of eligible students will be informed of these services through the written notification requirement (Subsection 4, action step #2, page 11). Districts are expected to fulfill this obligation immediately following the dissemination of the written notification. Supplemental education services may include assistance such as remediation, academic intervention, and tutoring. In addition, such services must take place outside the regular instructional day (e.g., after school, summer, etc.). A list of state approved supplemental education service providers may be obtained through the ADE's Web site at www.ade.az.gov. Please refer to action step #6 detailed in Subsection 4 "Title I schools failing to make AYP for three consecutive years and, therefore identified for federal school improvement (Year 2) or making AYP for one year after being identified for federal school improvement (Year 2)" on pages 13-14 of this document for requirements related to supplemental services.
- 3) The school must continue to implement the school improvement plan. The school improvement plan should be reviewed and revised in consultation with parents/legal guardians, school staff, and district officials.

A Title I school identified for federal corrective action on September 29, 2003, that was not designated as *Underperforming* on the 2002 Achievement Profile but is designated as *Underperforming* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan must complete Section A ("Demographic Data") and Section B ("Improvement Planning") of the ASIP. Such a school must also complete those items in Section C ("Title I School Information") of the ASIP to provide information required by said section that is not present in the Title I school improvement plans currently being implemented by the school, including, but not limited to, all school improvement components mandated by NCLB (please refer to Appendix A). Section A and Section B of the ASIP must be submitted to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal corrective action on September 29, 2003, that is also designated as *Underperforming* on the October 15, 2003 Achievement Profile and that currently does not have a Title I school improvement plan must complete Section A, Section B, and Section C of the ASIP and submit the ASIP to the Superintendent of Public Instruction by January 15, 2004.

A Title I school identified for federal corrective action on September 29, 2003, that is designated as *Excelling*, *Highly Performing*, or *Performing* on the October 15, 2003 Achievement Profile and has developed and initiated the implementation of a Title I school improvement plan does not have to complete the ASIP. Such a school, however, must revise plans (if necessary) to meet school improvement plan requirements mandated by NCLB (please refer to Appendix A).

- 4) The district/school must provide written notification to the public informing them of the school's placement in improvement status. Explanations regarding the reason(s) for being identified for school improvement and the steps the school and district will accomplish in order to exit school improvement status must also be included in this written notification. This notification must be sent directly via mail or e-mail to the parents/legal guardians of each enrolled student. This notification should be sent in a timely manner after the school has received notice of being identified for federal corrective action to inform parents/legal guardians of the choice options and supplemental student services. If desired, a school may wait to notify the general public in order to better incorporate NCLB notification requirements with notification requirements mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted that notification requirements mandated by A.R.S. §15-241 must be completed by November 15, 2003.
- 5) The district must provide technical assistance that enables each school to specifically address the academic achievement issue(s) that caused the school to be identified for school improvement. Such assistance must be provided to each school identified for improvement. The district must provide technical assistance as the school develops/revises and implements a school improvement plan, including specific assistance in analyzing assessment data, improving professional development, and improving resource allocation.

- 6) The district must complete *at least one* of the following corrective actions:
- Replace the school staff that are relevant to the failure to make AYP;
 - Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically-based research;
 - Significantly decrease management authority at the school site;
 - Appoint an external expert to advise the school on its progress towards making AYP;
 - Extend the school year or length of the school day to facilitate an increase of instructional time; and/or
 - Restructure the internal organizational structure of the school.
- 7) A Title I school identified for federal corrective action on September 29, 2003, that was not designated as *Underperforming* on the 2002 Achievement Profile, but is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 1 (“All public elementary and secondary schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile”) beginning on page 5 of this document in addition to the actions associated with being a school in its second year of school improvement.

A Title I school identified for federal corrective action on September 29, 2003, that was designated as *Underperforming* on the 2002 Achievement Profile and is designated as an *Underperforming* school on the October 15, 2003 Achievement Profile, must complete the actions detailed in Subsection 2 (“All public elementary and secondary schools designated as *Underperforming* for a second consecutive year according to both the 2002 and 2003 Achievement Profiles”) beginning on page 6 of

this document in addition to the actions associated with being a school in its second year of school improvement.

Note: A Title I school identified for federal corrective action that chooses to institute and implement a new curriculum in order to fulfill the corrective action requirement, must align the new curriculum with Arizona's content standards for reading and mathematics, which were recently articulated by grade level.

SECTION II

Quick Reference: Responsibilities

Scenario #1: Non-Title I schools designated as *Excelling, Highly Performing, or Performing* according to the October 15, 2003 Achievement Profile.

Responsibilities: None

Scenario #2: Non-Title I schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation, the school improvement process, and the date of the public meeting. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By January 15, 2004, complete Section A and Section B of the ASIP and submit the plan to the Superintendent of Public Instruction.
- ☐ By January 15, 2004, the charter holder must present the school improvement plan to the charter sponsor at a public meeting. This provision applies only to charter schools.
- ☐ By February 15, 2004, the district governing board must hold a public meeting at each school served by the district that is designated as *Underperforming* on the October 15, 2003 Achievement Profile to present the school improvement plan. This provision applies only to non-charter schools.
- ☐ Implement the school improvement plan.

Scenario #3: Non-Title I schools designated as *Underperforming* for a second consecutive year according to the 2002 Achievement Profile and the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation and the school improvement process. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. Please note that the district governing board does not have to hold a special public meeting to present the school improvement plan.
- ☐ Continue to implement the school improvement plan. If a school desires, modifications to the school improvement plan can be made. Such modifications do not have to be submitted to the Superintendent of Public Instruction.

Scenario #4: Title I schools not identified for school improvement, corrective action, or restructuring before the 2003-2004 academic year that are designated as *Excelling, Highly Performing, or Performing* on the October 15, 2003 Achievement Profile.

Responsibilities: None

Scenario #5: Title I schools not identified for federal school improvement, corrective action, or restructuring before the 2003-2004 academic year that are designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation, the school improvement process, and the date of the public meeting. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By January 15, 2004, complete Section A and Section B of the ASIP and submit the plan to the Superintendent of Public Instruction.
- ☐ By January 15, 2004, charter holder must present the school improvement plan to charter sponsor at a public meeting. This provision applies only to charter schools.
- ☐ By February 15, 2004, the district governing board must hold a public meeting at each school served by the district that is designated as *Underperforming* on the October 15, 2003 Achievement Profile to present the school improvement plan. This provision applies only to non-charter schools.
- ☐ Implement the school improvement plan.

Scenario #6: Title I schools identified for federal school improvement (Year 1) on September 29, 2003, that are designated with a classification other than *Underperforming* according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ As soon as possible after receiving notice of status, provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ The district must offer eligible students the option of transferring to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ By January 1, 2004, develop a school improvement plan. Complete Section A and Section C of the ASIP. In addition, provide any needed information not provided for in Section C that is required for Title I of NCLB (please refer to Appendix A). Title I schools that are identified for federal school improvement (Year 1) that are designated as *Excelling*, *Highly Performing*, or *Performing* on the October 15, 2003 Achievement Profile do not have to submit the ASIP to the Superintendent of Public Instruction.
- ☐ The district must provide technical assistance to schools identified for federal school improvement (Year 1).
- ☐ The district must review the school improvement plan using a peer-review process within 45 days of receiving the school improvement plan from the school.
- ☐ Implement the school improvement plan.

Scenario #7: Title I schools identified for federal school improvement (Year 1) on September 29, 2003, that are designated as *Underperforming* for two consecutive years according to the 2002 Achievement Profile and October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail as soon as possible after notification of status. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation and the school improvement process. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. A school, if it desires, may incorporate the written public notification requirement mandated by the NCLB with the written public notification requirement mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted, however, that if a school does incorporate both requirements by November 15, 2003, the school must notify parents/legal guardians directly (via mail or e-mail) and quickly to inform them of the school's status and the choice option in order for them to take appropriate measures if desired. Please note that the district governing board does not have to hold a special public meeting to present the school improvement plan.
- ☐ The district must offer eligible students the option of transferring to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal school improvement (Year 1).
- ☐ Continue to implement the school improvement plan. Modifications/revisions to the school improvement plan are permitted. Please note that modifications/revisions do not have to be submitted to the Superintendent of Public Instruction

Scenario #8: Title I schools identified for federal school improvement (Year 2) on September 29, 2003, that are designated with a classification other than *Underperforming* according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal school improvement (Year 2).
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.

Scenario #9: Title I schools identified for federal school improvement (Year 2) on September 29, 2003, that are designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation, the school improvement process, and the date of the special public meeting to present the school improvement plan. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. A school, if it desires, may incorporate the written public notification requirement mandated by NCLB with the written public notification requirement mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted, however, that if a school does incorporate both requirements by November 15, 2003, the school must notify parents/legal guardians directly (via mail or e-mail) and quickly to inform them of the school's status, choice option, and supplemental education services in order for them to take appropriate measures if desired.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal school improvement (Year 2).
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Please note that Title I schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile must also complete Section A and Section B of the ASIP and submit said sections to the Superintendent of Public Instruction. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.
- ☐ By January 15, 2004, the charter holder must present the school improvement plan to the charter sponsor at a public meeting. This provision applies only to charter schools.
- ☐ By February 15, 2004, the district governing board must hold a public meeting at each school served by the district that is designated as *Underperforming* on the October 15, 2003 Achievement Profile to present the school improvement plan. This provision applies only to non-charter schools.

Scenario #10: Title I schools identified for federal school improvement (Year 2) on September 29, 2003, that are designated as *Underperforming* for two consecutive years according to the 2002 Achievement Profile and the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail as soon as possible after receiving notice of status. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation and the school improvement process. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. A school, if it desires, may incorporate the written public notification requirement mandated by NCLB with the written public notification requirement mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted, however, that if a school does incorporate both requirements by November 15, 2003, the school must notify parents/legal guardians directly (via mail or e-mail) and quickly to inform them of the school's status, choice option, and supplemental education services in order for them to take appropriate measures if desired. Please note that the district governing board does not have to hold a special public meeting to present the school improvement plan.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal corrective action.
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.

Scenario #11: Title I schools identified for federal corrective action on September 29, 2003, that are designated with a classification other than *Underperforming* according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail as soon as possible after receiving notice of status. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal corrective action.
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.
- ☐ The district must complete *at least one* of the following corrective actions:
 - 1) Replace the school staff that are relevant to the failure to make AYP;
 - 2) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically-based research;
 - 3) Significantly decrease management authority at the school site;
 - 4) Appoint an external expert to advise the school on its progress towards making AYP;
 - 5) Extend the school year or the length of school day to facilitate an increase of instructional time; and/or
 - 6) Restructure the internal organizational structure of the school.

Scenario # 12: Title I schools identified for federal corrective action on September 29, 2003, that are designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail as soon as possible after receiving notice of status. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation, the school improvement process, and the date of the special public meeting to present the school improvement plan. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. A school, if it desires, may incorporate the written public notification requirement mandated by NCLB with the written public notification requirement mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted, however, that if a school does incorporate both requirements by November 15, 2003, the school must notify parents/legal guardians directly (via mail or e-mail) and quickly to inform them of the school's status, choice option, and supplemental education services in order for them to take appropriate measures if desired.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal school improvement (Year 2).
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Please note that Title I schools designated as *Underperforming* for the first time according to the October 15, 2003 Achievement Profile must also complete Section A and Section B of the ASIP and submit said sections to the Superintendent of Public Instruction. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.
- ☐ By January 15, 2004, the charter holder must present the school improvement plan to the charter sponsor at a public meeting. This provision applies only to charter schools.

Scenario # 12 Continued

- ❑ By February 15, 2004, the district governing board must hold a public meeting at each school served by the district that is designated as *Underperforming* on the October 15, 2003 Achievement Profile to present the school improvement plan. This provision applies only to non-charter schools.
- ❑ The district must complete *at least one* of the following corrective actions:
 - 1) Replace the school staff that are relevant to the failure to make AYP;
 - 2) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically-based research;
 - 3) Significantly decrease management authority at the school site;
 - 4) Appoint an external expert to advise the school on its progress towards making AYP;
 - 5) Extend the school year or the length of school day to facilitate an increase of instructional time; and/or
 - 6) Restructure the internal organizational structure of the school.

Scenario #13: Title I schools identified for federal corrective action on September 29, 2003, that are designated as *Underperforming* for two consecutive years according to the 2002 Achievement Profile and the October 15, 2003 Achievement Profile.

Responsibilities:

- ☐ Provide written notification to the public informing them of the school's status. The notification should include the specific measures taken by the school to improve the school. This notification must be sent directly to the parents/legal guardians of students enrolled in the school via mail or e-mail as soon as possible after receiving notice of status. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement.
- ☐ By November 15, 2003, provide written notification to all residents living within the attendance area of the school informing them of *Underperforming* designation and the school improvement process. Please refer to Question #2 in Section III ("Frequently Asked Questions") of this document for more information pertaining to the written notification requirement. A school, if it desires, may incorporate the written public notification requirement mandated by NCLB with the written public notification requirement mandated by A.R.S. §15-241 (AZ LEARNS). It should be noted, however, that if a school does incorporate both requirements by November 15, 2003, the school must notify parents/legal guardians directly (via mail or e-mail) and quickly to inform them of the school's status, choice option, and supplemental education services in order for them to take appropriate measures if desired. Please note that the district governing board does not have to hold a special public meeting to present the school improvement plan.
- ☐ The district must offer eligible students the option to transfer to another school served by the district that has not been identified for federal school improvement, corrective action, or restructuring. Parents/legal guardians of eligible students will be informed of this option through the NCLB written notification requirement.
- ☐ The district must offer supplemental education services to eligible students. Parents/legal guardians of eligible students will be informed of such services through the NCLB written notification requirement.
- ☐ The district must provide technical assistance to schools identified for federal corrective action.
- ☐ Continue to implement the Title I school improvement plan developed during Year 1 of federal school improvement. Modifications/revisions made to the Title I school improvement plan are permitted. Please note that modifications/revisions made to the Title I school improvement plan do not have to be submitted to the Superintendent of Public Instruction.
- ☐ The district must complete *at least one* of the following corrective actions:
 - 1) Replace the school staff that are relevant to the failure to make AYP;
 - 2) Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically-based research;
 - 3) Significantly decrease management authority at the school site;
 - 4) Appoint an external expert to advise the school on its progress towards making AYP;
 - 5) Extend the school year or the length of school day to facilitate an increase of instructional time; and/or
 - 6) Restructure the internal organizational structure of the school.

SECTION III

Frequently Asked Questions

Question #1: According to the guidance, any school that has not submitted a school improvement plan is not eligible to receive monies from the classroom site fund established by A.R.S. §15-241 for every day that a school improvement plan has not been received by the Superintendent of Public Instruction within the time specified by law (no later than January 15, 2004) plus an additional 90 days. What is the classroom site fund?

Answer: Consisting of tax monies generated by Proposition 301, the classroom site fund is administered by the ADE. Monies distributed from the classroom site fund are intended for use at the school site. According to A.R.S. §15-241, each school district or charter school that receives classroom site fund monies must allocate:

- 40 percent of the monies for teacher compensation increases based on performance and employment related expenses;
- 20 percent of the monies for teacher base salary increases and employment related expenses; and
- 40 percent of the monies for maintenance and operation purposes (class size reduction, teacher compensation increases, AIMS intervention programs, teacher development, dropout prevention programs, and teacher liability insurance premiums).

Question #2: With the understanding that both A.R.S. §15-241 and NCLB contain a written notification requirement, is it possible to combine the two into one written notification. If so, what information needs to be included be in the document for it to satisfy both requirements?

Answer: Yes, districts serving Title I schools that have been identified for federal school improvement (Year 1 and Year 2) or corrective action on September 29, 2003, and are designated as *Underperforming* on the October 15, 2003

Achievement Profile may draft one written notification to the public in order to satisfy the requirements of both A.R.S. §15-241 and NCLB. This notice must be disseminated to all residents living within the attendance area of any school designated as *Underperforming* on the October 15, 2002 Achievement Profile. This notification may be disseminated to residents through Web sites, community newspapers, newsletters, or any combination of these media. This written notification must contain the following information:

- Information regarding any action taken or planned by the school and district/LEA to address the problems that led to the school's placement in school improvement status [NCLB].

This information must include: 1) an explanation of what the school is doing to address the problem of low academic achievement; 2) an explanation of what the district/LEA or ADE is doing to help the school address the problem of low academic achievement; and 3) opportunities for parental participation.

- Notice of the *Underperforming* designation on the October 15, 2003 Achievement Profile [A.R.S. §15-241].
- Information regarding the school improvement plan process [A.R.S. §15-241].

Information regarding the school improvement process may be included when describing measures taken to address low academic achievement.

- The date of the public meeting held at each school designated as *Underperforming* to present the school improvement process [A.R.S. §15-241].

Title I schools that have been identified for federal school improvement (Year 1 and Year 2) or corrective action must send written notification directly to the parents/legal guardians of students enrolled in such schools via mail or e-mail immediately upon identification for school improvement (Year 1 and

Year 2) or corrective action (September 29, 2003). This written notification must contain the following information:

- An explanation of what it means to be identified for school improvement and how the school compares in terms of academic achievement to other elementary and secondary schools served by the LEA and the state [NCLB].
- The reasons for being identified for school improvement [NCLB].
- An explanation of how parents/legal guardians can become involved in addressing the academic issues that led to the school being identified for school improvement [NCLB].
- The explanation of the parents'/legal guardians' option to transfer their child to another public school served by the district [NCLB].

This explanation of the option to transfer must include, at a minimum, information on the performance of the school(s) to which the child may transfer within the district/LEA.

This explanation of the option to transfer may include other information about the school(s) to which a child may transfer within the district/LEA including: 1) a description of any special academic programs; 2) the availability of before- and after-school programs; and 3) the professional qualifications of teachers in core academic subjects.

- If a school is identified for federal school improvement (Year 2), an explanation of how parents/legal guardians can obtain supplemental education services for their child [NCLB].

This explanation of supplemental education services must include the following: 1) the identity of approved providers of those services available within the LEA, including providers of technology-based or

distance learning supplemental education services, or providers that make services reasonably available in neighboring LEAs; and 2) a brief description of the services, qualifications, and demonstrated effectiveness of the providers.

- Information regarding any action taken or planned by the school and district to address the problems that led to the school's placement in federal school improvement status [NCLB].

This information must include: 1) an explanation of what the school is doing to address the problem of low academic achievement; 2) an explanation of what the district/LEA or ADE is doing to help the school address the problem of low academic achievement; and 3) opportunities for parental participation.

Question #3: What written notification requirements do non-Title I schools that are designated as *Underperforming* on the October 15, 2003 Achievement Profile have to complete?

Answer: Non-Title I schools designated as *Underperforming* on the October 15, 2003 Achievement profile must draft a written notification that includes the following:

- Notice of the *Underperforming* designation on the October 15, 2003 Achievement Profile;
- Information regarding the school improvement plan process; and
- The date of the public meeting held at each school that is designated as *Underperforming* according to the October 15, 2003 Achievement Profile. The school improvement plan developed by the school will be presented at this public meeting.

This written notification must be disseminated to each resident living within the attendance area of any school designated as *Underperforming*

according to the October 15, 2003 Achievement Profile. This notification may be disseminated through Web sites, community newspapers, newsletters, or any combination of these media.

Question #4: Has the ADE developed a notification template?

Answer: At this time, the ADE has not developed a notification template, nor does it have plans to develop one. Currently, the responsibility for notification lies solely on the schools and the districts.

Question #5: Districts serving Title I schools identified for school improvement must provide technical assistance to such schools. What is meant by technical assistance?

Answer: According to NCLB requirements, technical assistance must include the following: 1) assistance in analyzing data from the state assessment system to identify and address problems in instruction and problems, and to identify the responsibilities of the school and LEA in developing solutions to these problems; 2) assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective in addressing the specific instructional issues that caused the school to be placed in school improvement status; and 3) assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to activities most likely to increase student academic achievement and to remove the school from improvement status.

Question #6: According to this guidance, districts are required to review all school improvement plans submitted by Title I schools using a peer review process within 45 days of receiving the school improvement plan from the school. Has the method for this peer review process been defined/developed by the ADE?

Answer: No, the method for the peer review process is to be defined, developed, and documented by the district itself.

APPENDIX A

No Child Left Behind

School Improvement Plan (SIP) Components

To meet federal Title I requirements, the SIP must cover a two-year period and:

- 1) Incorporate strategies based on **scientifically-based research** that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement, and may include a strategy for the implementation of a comprehensive school reform model that includes the Eleven Components of Comprehensive School Reform.
- 2) Adopt **policies and practices concerning the school's core academic subjects** that have the greatest likelihood of ensuring that all groups of students enrolled in the school will meet the state's proficiency level of achievement on the state's academic assessment not later than 12 years after the end of the 2001-2002 school year.
- 3) Provide an assurance that the school will spend not less than 10 percent of Title I funds for each fiscal year that the school is in improvement status, for the purpose of providing to teachers and principal(s) high quality **professional development** that:
 - directly addresses the academic achievement problem(s) that caused the school to be identified for school improvement;
 - meets the requirements for professional development activities under section 1119; and
 - is provided in a manner that affords increased opportunity for participating in professional development activities.
- 4) Specify **how the funds described in Component 3 (above) will be used to remove the school from improvement status.**
- 5) Establish **specific annual, measurable objectives** for continuous and substantial progress by each group of students enrolled in the school that will ensure that all such groups of students will, in accordance with adequate yearly progress (AYP), meet the state's

proficient level of achievement on the state academic assessment not later than 12 years after the end of the 2001-2002 school year.

- 6) Describe how the school will provide **written notice** about the identification to parents/legal guardians of each student enrolled in such school, in a format and, to the extent practicable, in a language they can understand.
- 7) Specify the responsibilities of the school, the LEA, and the SEA serving the school under the plan, including the **technical assistance** to be provided by the LEA.
- 8) Include strategies to promote effective parental involvement in the school.
- 9) Incorporate, as appropriate, activities **before school, after school, during the summer,** and during any extension of the school year.
- 10) Incorporate a **teacher-mentoring program**.

(Endnote)

¹ According to federal regulations, a Title I school identified for school improvement, corrective action, or restructuring can only be removed from such status after making AYP for two consecutive years. Therefore, a Title I school will maintain its status after making AYP for one year. If a Title I school makes AYP one year after being identified for school improvement, corrective action, or restructuring, yet fails to make AYP for a second consecutive year, the school will then be identified for the next level of consequence. For example, if a Title I school identified for school improvement (Year 1) makes AYP for the 2002-2003 academic year, the school will maintain school improvement (Year 1) status for the 2003-2004 academic year. If the same Title I school, however, fails to make AYP in 2003-2004, then it will be identified for school improvement (Year 2) for the 2004-2005 academic year.

Arizona Department of Education

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